

**Correlation
of
CONTENT AREA
READING SUCCESS**

Level E

**including
Common Core State Standards
for English Language Arts**



Austin, TX

www.AbramsLearningTrends.com

090075

Standards and Skills

This correlation chart shows how *Content Area Reading Success: Level E* correlates to Grade 5 skills and standards.

Standards marked with a √ correlate to the *Common Core State Standards for English Language Arts*.

Reading Standards for Informational Text	
Key Ideas and Details	
√	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
	Use comprehension strategies, including pause and reread, ask questions, make connections, read on to find a word's meaning, visualize, summarize, adjust reading pace, write notes, and make predictions.
	Analyze, make inferences, and draw conclusions about expository text and provide evidence from the text to support understanding.
	Determine main ideas of a text and explain how they are supported by key details; summarize the text.
√	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
	Determine the sequence of events in expository text.
	Use the text to identify problems and solutions.
	Classify and categorize information in expository text.
	Compare and contrast information in expository text.
	Identify causes and effects in expository text.
	Differentiate between facts and opinions in expository text.
Craft and Structure	
√	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
	Use text features, graphic organizers, sidebars, and glossaries to locate information relevant to a given topic.
Integration of Knowledge and Ideas	
	Recognize that information presented in charts, graphs, diagrams, time lines, maps, and photographs contributes to an understanding of the text in which it appears.
Range of Reading and Level of Text Complexity	
√	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts at the high end of the grades 4–5 text complexity band independently and proficiently.
Foundational Skills	
Fluency	
√	Read with sufficient accuracy and fluency to support comprehension.
Writing Standards	
Text Types and Purposes	
√	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
√	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
√	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
Speaking and Listening Standards	
Comprehension and Collaboration	
√	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own ideas clearly.
Language Standards	
Vocabulary Acquisition and Use	
√	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however, although, nevertheless, similarly, moreover, in addition</i>).

Unit 1: Life Science <i>Your Body at Work</i>				Unit 2: History <i>Creating the American Nation</i>				Unit 3: Earth Science <i>Earth's Air, Land, and Water</i>				Unit 4: History <i>Americans Move West</i>				Unit 5: Physical Science <i>Understanding Matter</i>			
Lesson 1	Lesson 2	Lesson 3	Review	Lesson 4	Lesson 5	Lesson 6	Review	Lesson 7	Lesson 8	Lesson 9	Review	Lesson 10	Lesson 11	Lesson 12	Review	Lesson 13	Lesson 14	Lesson 15	Review
	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•

Standards and Skills continued

Science Standards

Life Science

Understand that living things are composed of cells, which provide structure and carry on major functions to sustain life.

Explore how essential functions of the human body are carried out by specialized systems such as the circulatory, respiratory, and digestive systems.

Classify foods into the five food groups, and recognize the importance of making healthy food choices.

Understand the importance of exercising each day.

Recognize that hereditary information is contained in genes, that genetic traits are passed on from generation to generation, and that some genes are dominant and some are recessive.

Earth Science

Explain the steps in the water cycle.

Recognize the importance of protecting Earth's supply of fresh water.

Understand that weather is the result of short-term variations in temperature, humidity, and air pressure.

Know that hazardous weather conditions cannot be prevented; identify some ways that people can prepare for and respond to these conditions if given sufficient warning.

Explain how volcanoes change Earth's surface.

Physical Science

Understand that there are more than 100 elements that combine in a multitude of ways to produce all living and nonliving things.

Know that the atoms of any one element are different from other elements.

Explain that the periodic table is used to organize and classify elements.

Understand that all matter is made up of atoms, and that when atoms join together, they form molecules.

Describe the differences between solids, liquids, and gases, and explain how temperature can change from one state to another state.

Social Studies Standards

History

Understand the reasons for European colonization in America, including religious freedom and economic gain.

Describe how life changed for Native Americans when European settlers arrived.

Compare and contrast characteristics of different colonies.

Identify causes and effects of events that led to the Declaration of Independence and the American Revolution, including the French and Indian War and the Boston Tea Party.

Identify significant individuals and groups who played a role in the American Revolution.

Understand the issues leading to the creation of the U.S. Constitution.

Describe the impact of the Louisiana Purchase on the United States.

Understand how and when Texas, California, Nevada, Utah, Arizona, Oregon, and other western lands became part of the United States.

Explain how the Gold Rush changed California.

Describe how the transcontinental railroad changed life in the West.

Unit 1: Life Science <i>Your Body at Work</i>				Unit 2: History <i>Creating the American Nation</i>				Unit 3: Earth Science <i>Earth's Air, Land, and Water</i>				Unit 4: History <i>Americans Move West</i>				Unit 5: Physical Science <i>Understanding Matter</i>			
Lesson 1	Lesson 2	Lesson 3	Review	Lesson 4	Lesson 5	Lesson 6	Review	Lesson 7	Lesson 8	Lesson 9	Review	Lesson 10	Lesson 11	Lesson 12	Review	Lesson 13	Lesson 14	Lesson 15	Review

	•																		
	•	•																	
		•																	
		•																	
			•																
			•																

								•											
								•											
									•										
									•										
										•									
											•								

																•	•		•
																•	•		•
																•			•
																	•		
																		•	•

				•															
				•															
				•															
					•	•	•												
						•	•												
												•							
												•			•				
													•						
														•					
															•				